

V I O L A
. . . . O L E R I C H

The Famous Baby Scholar

AN AUTHENTIC ILLUSTRATED RECORD.



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VIOLA OLERICH

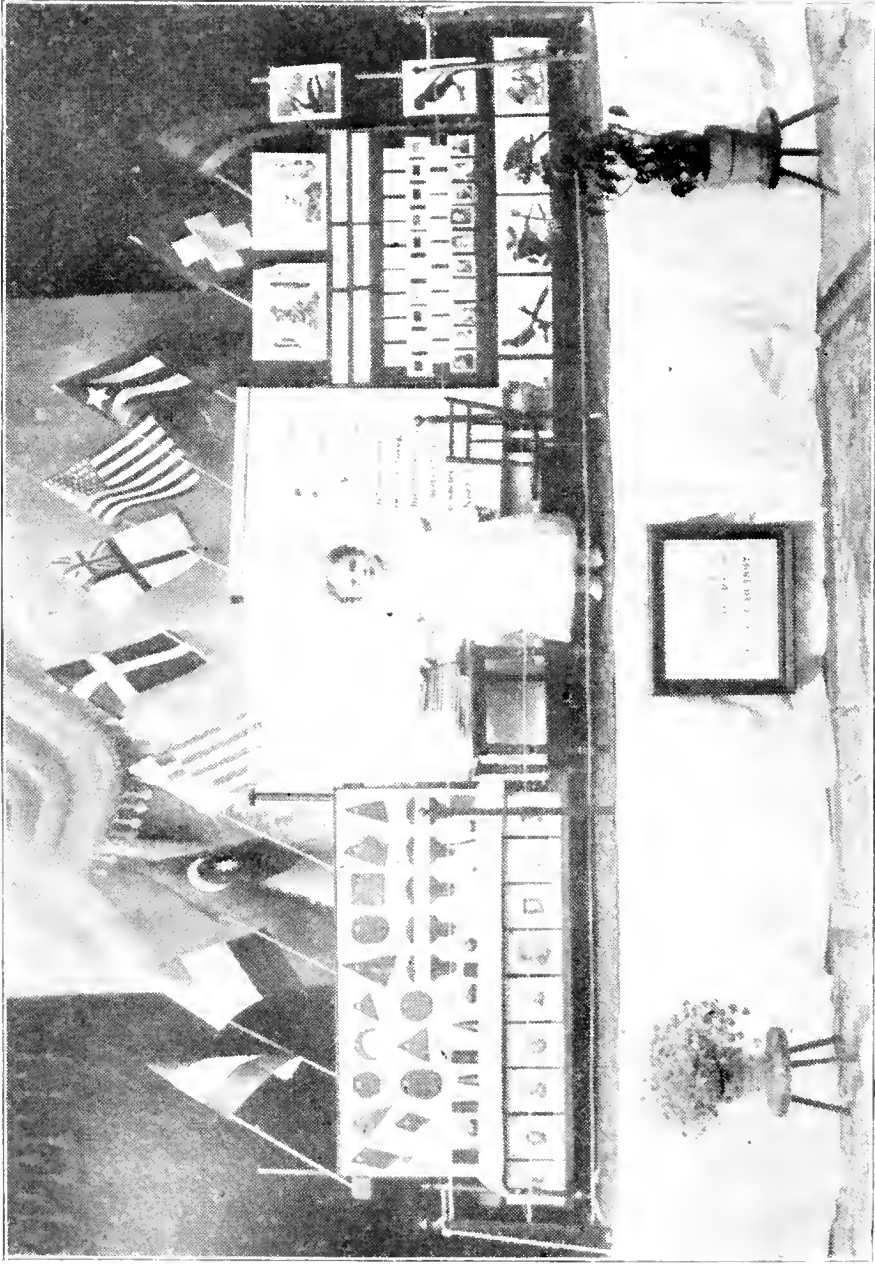


FIG. 1. —BABY VIOLA EXHIBITING HER TALENTS.

VIOLA OLERICH

THE FAMOUS BABY SCHOLAR

AN ILLUSTRATED BIOGRAPHY

BY

PROF. HENRY OLERICH



Baby Viola is the youngest reader and writer that ever lived."— SAN FRANCISCO EXAMINER.

CHICAGO
LAIRD & LEE, PUBLISHERS

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ILLUSTRATIONS

- FIG. 1. Baby Viola exhibiting her talents.
- “ 2. Viola at her lunch counter.
 - “ 3. Viola can read books in three languages.
 - “ 4. Viola taught the digits and colors.
 - “ 5. Viola learns geometrical figures.
 - “ 5½. Viola and her mathematical toys.
 - “ 6. Viola knows the faces of many famous people.
 - “ 6½. Viola familiar with 32 kinds of seeds.
 - “ 7. Viola as a full-fledged anatomist.
 - “ 8. Viola at her money-exchange counter.
 - “ 9. Viola at home with punctuation marks.
 - “ 10. Viola's spelling proficiency.
 - “ 11. Viola taking apart the elements of a flower.
 - “ 12. Viola drawing on the blackboard.
 - 13. Viola at her typewriter.
 - 14. Viola playing with astronomy.
 - 15. Viola undergoing a severe test.

Age 2 yr. 1 mo. Lydia, Nov. 14, 1899
Eating lunch at lunch counter.
Weekly photographs, p. 76.

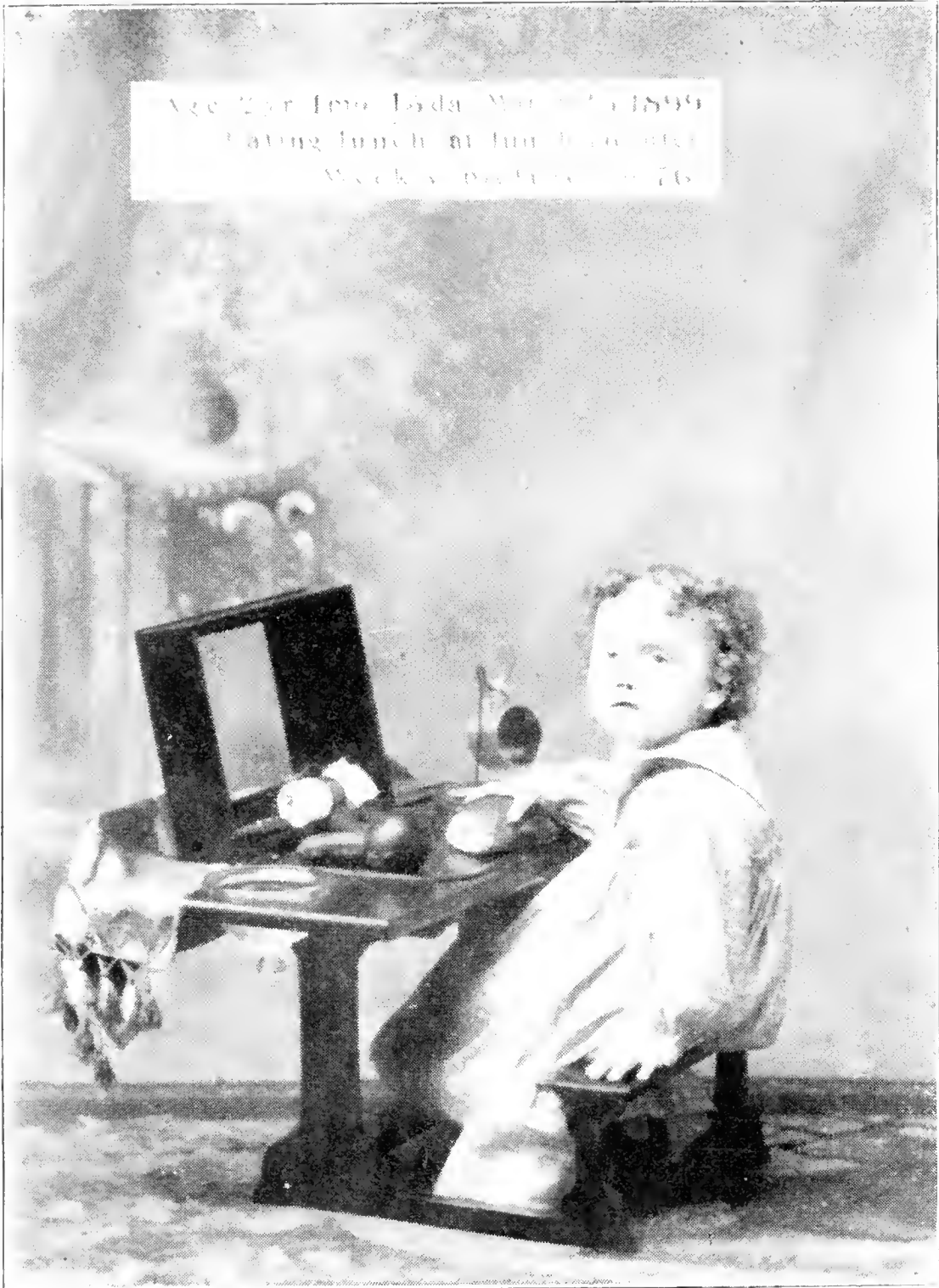


FIG. 2. - VIOLA AT HER LUNCH COUNTER.

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FIG. 3. VIOLA CAN READ BOOKS IN THREE LANGUAGES.

VIOLA OLERICH

THE FAMOUS BABY SCHOLAR

PART FIRST

BIOGRAPHY

I

Time and Place of Viola's Birth and Adoption

Viola Rosalia Olerich was born in the city of Des Moines, Iowa, February 10, 1897. We (Henry Olerich and Henrietta Olerich) adopted her October 14, 1897. At the time of adoption, we resided in Lake City, Iowa, where I was employed as Superintendent of the public schools. July 25, 1899, we moved to Council Bluffs, Iowa, where Viola has lived with us ever since, and has received all her instructions from us at home.

II

Principal Object of Adoption

Our chief object for adopting a child was to test, in a practical way, a new theory of education, which we believed to be much superior to any educational system which has heretofore been used. The wonderful success with which we have so far met, must stand as evidence of its merit; and is very briefly outlined in the following pages of this work.

III

How the Baby was Selected

No attempt was made to select a particular child; on the contrary, we desired to get an average child, hence physical health was the only point of pedigree which we regarded of vital importance, and even of this we knew little or nothing.

IV

Viola's Diary

We keep perhaps a more complete Daily Record of Viola than was ever before kept of

a child. The data used for this biographical sketch are taken from this Diary. This affords the reader an assurance that the facts given in this sketch were not jotted down at random from memory, but are as accurate as cautious clerical work can reasonably make them. Every week, Viola is also weighed, measured, and has her picture taken.

V

Physical Characteristics

Viola's physical conditions at the time of adoption did not impress us very favorably. She was a pale, an almost sickly-looking baby, with a mouth that was a little crooked, and the right side of her face considerably fuller than the left. These defects soon began to diminish and disappear. Her cheeks assumed a healthy color; her face grew symmetrical, and her walk easy and graceful.

Viola's size and weight is about the average. At the time of adoption, she weighed 14

pounds 1 ounce, and was 2 feet 1.1 inches tall.

July 1, 1900, she weighed 30 pounds 4 ounces, and was a little over three feet tall.

Baby is now regarded as a "beautiful blonde, with brilliant eyes, soft golden hair, and a charming personality."

VI

Early Conduct

At the time we adopted Viola, she was a frail cry-baby; could stand up beside a chair, but could not walk from one object to another.

We immediately began to teach her to amuse herself by playing on the floor with her simple toys. She soon learned to like this so well that she did not want to be held. She has thus early learned to amuse herself, a knowledge which is of inestimable value, and which every person, young and old, should possess in the fullest measure. By being thus kindly treated and busily employed, her habit of crying rapidly diminished, and her

disposition became more and more jovial and amiable.

VII

Eating and Drinking

Viola was weaned the day Mrs. Olerich got her from Des Moines. She refused to be nursed from the bottle, but drank milk and ate bread and crackers very readily. We let her have all the warm, sweet milk she wanted before retiring, also after rising in the morning and at all other times.

In the morning as soon as she got up, we set her in her high-chair and gave her a crust of dry bread or cracker, which she ate with much apparent relish. At breakfast she was placed at the table and was permitted to eat as much of everything on the table as she desired; and so at all other meals.

Between meals, she has always eaten whenever her appetite prompted her to do so. At the age of one year and six months, she received her little lunch-counter. In this lunch-

counter, we always keep a supply of bread, crackers, etc., for her, and whenever she wants to eat between meals she goes to her lunch-counter, opens the lid, and eats as much as she desires. When she is through eating, she almost invariably closes the lid and goes on playing. This practice is not only a useful lesson in establishing a healthy appetite, but is also a valuable lesson in order. Viola does not eat a great variety of food. Milk, bread, oatmeal, crackers, toast and a few cookies constitute her chief articles of diet. Occasionally she eats potatoes and a little meat. She never eats pie, nor fruit of any kind except bananas. She has a box of candy within easy reach on the side-board; but she eats only a small piece once in perhaps several days.

She could drink alone nicely, when she was ten months old. At first she drank milk almost exclusively, but when she was about two years old, she began to prefer water, and now she drinks water almost altogether.



FIG. 4. — VIOLA TAUGHT THE DIGITS AND COLORS.

We never offer her any tea, coffee, or any other stimulants and narcotics. We think it is very injudicious, if not positively cruel, to create an abnormal appetite in innocent children for such useless if not injurious beverages.

We have every reason to believe that good water is the best drink that the Creator has made, and for this the healthiest appetite should be developed.

So much freedom in eating and drinking has established such a healthy and reliable appetite that overeating has seldom or never occurred. The whole animal kingdom furnishes evidence that a healthy appetite is the only reliable guide as to when and what to eat and drink, and that all interference must sooner or later result in evil consequences.

VIII

Sleeping

Ever since Viola was with us, she has slept alone and retired alone. At first she retired

between 7 and 8 in the evening, and rose about 6 in the morning. She slept twice during the day; once in the forenoon, and once in the afternoon.

Sometime before she was two years old, she has slept but once during the day, immediately after dinner. The hour of retiring as well as the hour of rising have gradually grown later. She now usually retires between 9 and 10, sleeps soundly all night, and rises about 7 in the morning.

She has never been rocked, carried, nor put to sleep. Sleep is rest, especially mental rest, and a child should have plenty of it. It should be made as free, pleasant and healthful as possible. A helpless child should always be taken up immediately after it wakes up. It should never be compelled to cry for assistance. To do so soon makes it a cry-baby.

IX

State of Health

Aside from incidental colds and the measles, baby has always enjoyed the best of health. She has been growing continually handsomer and more vigorous from the first day she came to live with us.

X

How Treated

I have always treated Viola with the utmost kindness and courtesy; have never even spoken a loud or harsh word to her.

It is my opinion that every "bad boy" and every "bad girl" has been made bad by meddling interference. It has been said: "Spare the rod and spoil the child," but modern science, as well as common sense, is beginning to say: "Destroy the rod and refine the child." Intelligence, kindness, and freedom are, no doubt, the only factors that can really reform and refine the world.

XI

Methods Used

Viola has acquired all her knowledge in the form of play. She has never “studied” a lesson in her life; has never been asked to take a book. Her whole life has been a continuous series of delightful play. I invented and constructed much of the attractive educational apparatus with which the keen interest for learning was awakened, and after surrounding her with this apparatus, she has enjoyed complete freedom as to when and what to learn. She, and not we, has always been the judge in this choice. All we do is to create an interest for learning and activity in whatever direction we desire her to develop.

XII

How Viola Learned to Read

Partly for the purpose of amusing herself, partly for creating an interest for books, and partly for the purpose of learning to handle

books, Viola received her first book when she was thirteen months old.

Soon after this, we began to direct her attention to objects in the pictures and told her some interesting facts about them. In a few days, she became intensely interested in these simple exercises. She soon brought her book to us for a lesson very frequently.

At the time we gave her this book, we also put up an artistic little shelf in a convenient place in the sitting-room, and told her that this little shelf would make a nice library for her new book, when she was not using it. She learned the lesson of keeping her book on it very readily. This was an important lesson on order.

With her first book, she played for two months, after which it was put away and another kind of First Reader given her, which she also used for two months in a similar manner. She played with these books very much—perhaps from two to three hours a

day. The forepart of the first book is considerably torn; the second is slightly torn in only two places.

These simple exercises awakened an early interest for pictures and books, cultivated a taste for observation, strengthened attention, developed caution and memory, greatly enlarged her vocabulary, and created an appreciation for order and beauty; in fact, they started the development of almost all the mental faculties.

She could give one sound of every letter, when she was seventeen months old; then she learned to read short sentences, which she had learned to speak readily. I printed these sentences on cards and she learned to read them by the Sentence Method. We then began to use the Word Method also. In this way we used all the methods in an attractive way, sometimes one and sometimes another.

Her library was gradually increased from one book to its present size of about 100 vol-

umes. It contains readers, spellers, arithmetics, physiologies, botanies, zoologies, an astronomy, speakers, histories, etc.

When Viola was two years eleven months old, she could read at sight with force and expression almost any reading matter in the English language. She could also read German nicely before she was three years old. Now (age three years one month) she reads English, German and French. There is perhaps not a word in the Baldwin series of school readers from the First including the Sixth, but what she can faultlessly read at sight. She even reads Buckle's History of Civilization in England, Draper's Intellectual Development of Europe, Herbert Spencer's Synthetic Philosophy, etc. In English she reads script almost as well as print.

XIII

How Viola Learned German and French

The German and French she learned to read almost exclusively by the Sentence

Method. The sentence is the unit of thought. We think and speak in terms of sentences and not in terms of words and elementary sounds. For this reason the Sentence Method is the easiest and most attractive for little children, and produces by far the best readers. A young child should learn to read such sentences as it uses in its daily conversation, rather than to learn new sentences by reading. This course makes the reading easy, delightful, and intelligible.

Im Winter.

Es ist Winter. Der Schnee fällt in dichten
Flößen. Bald breitet sich eine weiße Decke
über Stadt und Land. Die Knaben gehen hinaus,
rollen den Schnee zusammen, und machen einen
großen Schneemann. Sie setzen ihm einen alten
Hut auf und stecken ihm eine alte Pfeife in den
Mund. Der Schneemann macht den Knaben viel
Spaß.

This is the first German lesson, which Viola learned to read. She read it well February 2, 1900, eight days before she was three years old.

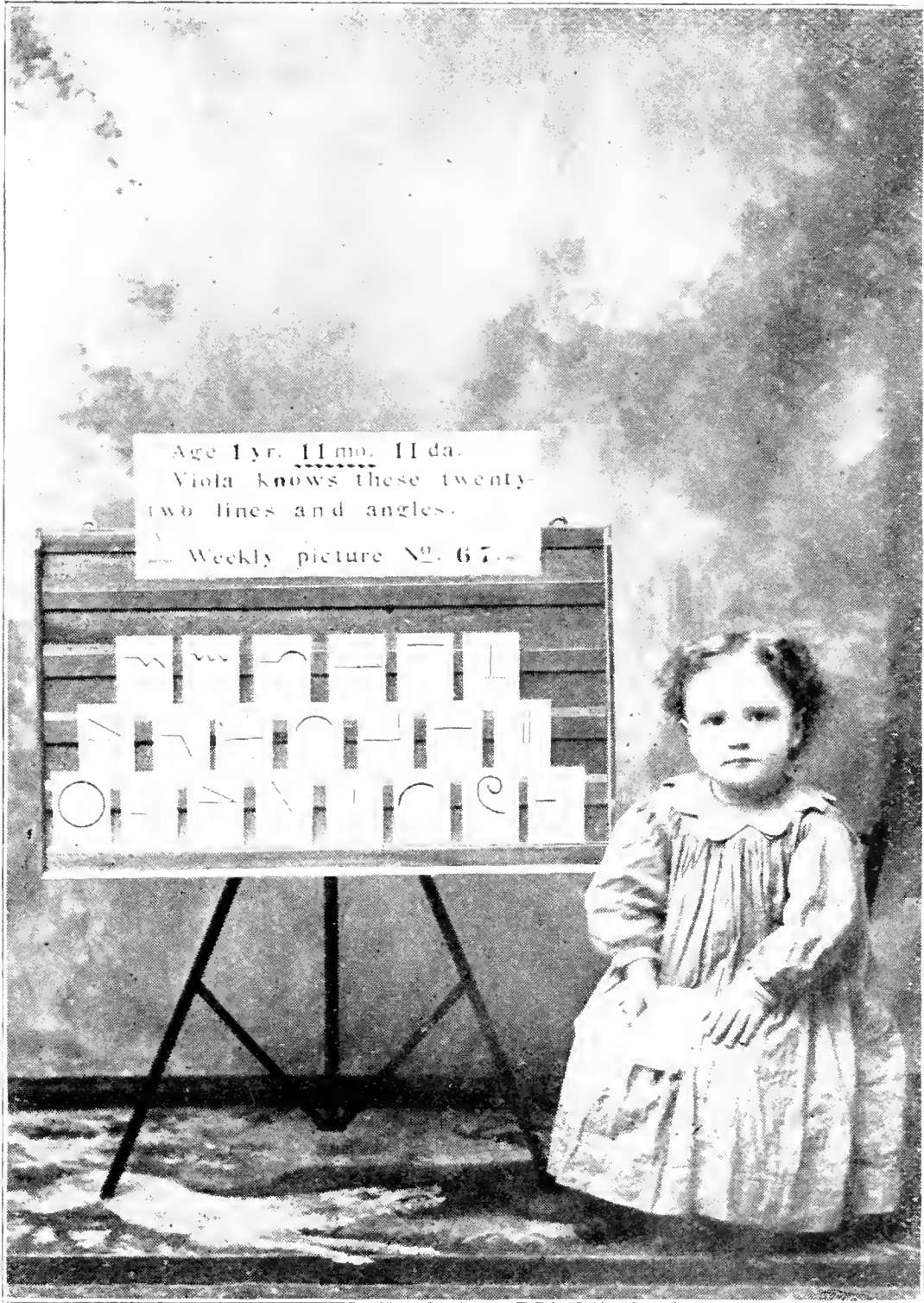


FIG. 5. —VIOLA TAUGHT GEOMETRICAL FIGURES.

La Petite Fille et l'Abeille

Abeille si jolie,
Conte-moi, je te prie,
Pourquoi, dès le matin,
Ramassant ton butin,
Sur les oeillets, les roses,
Tour à tour tu te poses,
Sans penser un moment
A ton amusement?

This is the first French stanza which she read well February 8, 1900.

XIV

Number and Color

At the age of twenty months, Viola could read all the digits (numbers up to nine), and recognized nine colors: white, black, and the seven prismatic colors. I taught her the digits by printing large figures on pretty blocks which were hung on the wall. Each block had also a number of bright tacks in it corresponding to the numerical value of the digit. The

colors were taught by fastening colored ribbons to blocks, and hung up in the same way as the number blocks. These blocks were called for by number or color whenever we and baby felt disposed to play with them. Baby would then go and get the one she thought we had called for. We began with two blocks and gradually increased the number. At 22 months, she could read all numbers not over 100; June 1, 1900, she read numbers as large as octillions. She is also familiar with a number of shades and tints.

XV

Drawing

When she was one year nine months, Viola could draw the following on the blackboard or with pencil when requested: a vertical line, a horizontal line, a slanting line, a cross, a ladder, and a circle. Since that time, she has learned to draw many other things. Upon request, she will now draw any kind of line used in plane geometry, all the various kinds

of triangles and quadrilaterals, a sphere, a cube and a triangular prism, a pyramid and cone and their frustums, leaves of trees, and many other things of that nature.

We began drawing with straight lines on the blackboard, and explained their position; then we took up the triangle, curved line, etc., gradually proceeding from the simple to the more complex.

Lines and Angles

Viola knew at sight and could name the twenty-two kinds of lines and angles used in geometry, when she was one year eleven months old. These lines and angles were drawn on cards about the size of a common envelope, and she learned to recognize and name them in the same way as she learned the portraits, etc.

Viola learned form very readily. Before she had attained the age of one year nine months, she could name and get any of the thirty-four geometrical forms shown in the picture. We

first put up only three pieces—the square, the circle, and the triangle. Then others were added as fast as she learned the former.

XVI

National Flags

When Viola was one year nine months old, she knew the flags of twenty-five nations. When all the flags were set up in a line, she could get any one called for. In all these exercises, we began with a few and then increased the number. In our learning, we never had any particular time set for certain exercises, but always followed our inclinations. The reader should firmly keep in mind that all Viola's learning was only play, and that she always enjoyed complete freedom.

XVII

Geography

In geography she learned first to locate and name the states and territories of the United States. The map had no names on it. She



FIG. 5½ —VIOLA AND HER MATHEMATICAL TOYS.

could point to any state and territory and their capitals when she was one year nine months old. She first learned to read geographical names from printed cards; then she began to use Frye's Primary Geography. In this way she could soon name, locate, and read the names of all the countries in the world and their capitals. Then she learned to read and locate the names of oceans, lakes, mountains, rivers, capes, etc. She can now read almost any geographical name given in Frye's Primary and Complete Geographies, and, upon request, she can find almost any prominent geographical name and place in a few seconds, if the closed book is given to her for that purpose.

XVIII

Portraits of Famous Men and Women

At the age of one year and ten months, Viola knew the portraits of more than one hundred famous men and women, representing nearly all schools of thought, both good and

bad. She became fond of playing with these pictures, and learned them in a short time.

The portraits were stuck in a card-holder, all in plain view; then Baby was requested to get a certain one. In the first lesson only two cards were used, then the number was increased as she learned to recognize them.

XIX

Seeds and Leaves

Before Viola was one year and eleven months old, she knew and could name thirty-two different kinds of seeds and twenty-five kinds of leaves of trees. The seeds were put in little bottles, set in a neat case, so that all the bottles were in plain view at the same time. The leaves were pressed in a large book. She soon became very fond of these educational toys.

XX

Anatomy and Physiology

At the age of one year and eleven months,

Viola could point to almost all the visible bones of the human skeleton, and to many other organs of the body. She first learned to name and locate the femur, then the humerus, and so on. Now she can name and read the names of all the bones of the human skeleton, and locate nearly all of them. She can also read, name, and locate almost all the internal organs, as well as many of the external parts of the body.

XXI

United States Money

At twenty-three months, she named and recognized all the denominations of United States money which is now coined and printed by the United States government, except bills over \$100. We taught her the money by placing it in a shallow dish, beginning with the penny and the nickel, increasing the denominations as fast as she learned them. Sometimes we asked her to pick out a certain denomination for us, at other times we would

take a piece and ask her to name it. In this way she learned to discriminate and to name; to observe and to talk, all of which is very useful in the practical affairs of life.

XXII

Punctuation Marks

At two years, Viola knew twenty-two Punctuation Marks. They were drawn on cards, and learned in the same way as the portraits, geometrical forms, flags, etc. The reader will notice that all the baby's learning is in the line of practical knowledge; knowledge which we must possess before we can read intelligently and write correctly.

XXIII

Spelling

Shortly after Viola began to read, she also began to learn the names of the letters and to spell easy words, which were printed in large letters on cards, and these cards could be slipped into a groove on one face of attractive



FIG. 6. — VIOLA KNOWS THE FACES OF MANY FAMOUS PEOPLE.

blocks, which were hung up against the wall, and which had pieces of peanut in them. Every time she wanted a peanut, we would ask her to get a block (we called these blocks peanut bottles), having a certain word in it. When she brought the block containing the right word, she would first spell the word by sight, then from memory, and also often by sound. In this way she learned to spell readily and pleasantly, so that at the age of three she could spell a long list of words, many of them quite difficult—such as vinegar, sugar, insect, Viola, busy, mamma, Rosalia, February, biscuit, Olerich, American, Nebraska, Council Bluffs, Mediterranean, etc.

XXIV

Analyzing a Flower

Our photograph shows Viola sitting at her table analyzing a flower. She is very fond of flowers, and likes to separate them into their different parts. She greatly admires the bouquets which she often receives on the stage.

XXV

Writing

Viola could readily read script before she began to practice writing. Her first writing, and also her first drawing exercises, were on the blackboard. She never learned to print much, but began with script. A small "i" was the first regular letter she learned to make; then e, u, t, o, j, n, b, etc. O, was the first capital letter she learned. After she had practiced writing on the blackboard a while, she also used slate, then paper and pencil, and a little later pen and ink. In order to make the writing exercises pleasant, we often interspersed them with attractive drawings.

XXVI

Typewriting

February 22, 1900, Viola received her typewriter. Two days later she took her first lesson on it. In a few days she learned to insert the paper, run the carriage back and forth,

feed the paper in and out, and finger the whole of the keyboard with both hands. Of the many leading machines which we examined and tried before selecting, we found that Viola much preferred The Smith Premier, which responded so readily to the touch of her little hands, that she enjoyed operating it very much.

Viola could operate the typewriter quite skilfully when she was three years and three months old. She not only copied print and script, but also wrote from dictation, and even composed short articles as she wrote them on the typewriter.

She has always enjoyed the typewriter very much, and the use of it has given her a great deal of practical information, which she could not have acquired so well in any other way.

It wonderfully helped to raise the efficiency of her spelling, composition, punctuation and independent thinking. In no other way can children learn these so thoroughly and pleas-

antly as they can by the use of a good typewriter in the home. To operate a typewriter is easily learned. A few lessons will start any child of ordinary intelligence in the right direction, and all the rest must be acquired by actual practice.

XXVII

Some Miscellaneous Accomplishments

Viola knows all of Webster's Diacritical Marks (to indicate pronunciation), can give all the elementary sounds of the English language, and can find words in a small dictionary. She recognizes the abbreviations of all the states and territories of the United States, of the days of the week, of the months of the year, and many others. She can quite well classify sentences according to use and form. With this practical language work, she began to learn grammar. Her attention, her memory, her reasoning and her ability as a critic are as marvelous as her other attainments. Perhaps her most wonderful accomplishments



Viola.
Age 1yr. 10mo. 19th, time Dec.
29, 1977.
This case contains 32 kinds
of seeds. Viola can name and
bring all of them
(Weekly picture M63)

FIG. 6½—VIOLA FAMILIAR WITH 32 KINDS OF SEEDS.

are her extensive vocabulary and her ability to understand almost everything she reads.

Viola can also name the sun, planets and satellite represented on an orrery.

XXVIII

Examination

When Viola was one year eleven months and twenty-five days old, she passed an examination before a disinterested committee of examiners (Miss Verna Lumpkin and Miss Martha Campbell, both competent and successful teachers of the public schools of Lake City, Iowa, the city in which we then resided,) who found that she knew 2,500 nouns by having either the pictures, or the objects themselves brought before her. The committee estimated that she knew at least 500 more nouns which they could not present as objects or pictures, making a total of 3,000 nouns which she knew at this age; perhaps more nouns than the average adult uses words of all parts of speech.

This examination was conducted by two distinctly different methods. By the first, a large number of objects, or the pictures of them, were placed before Viola, and then she was requested to bring them one by one, after having heard each called for by its appropriate name. By the second, an object or a picture of it, was held up for inspection and she named it. The latter method was used about half the time, although she could pronounce fairly well nearly all the words in the list. The committee compiled a written "Record" containing all the words of this list; and we acknowledge our indebtedness to them for a neat copy of it, which we prize very highly.

PART SECOND

THE EDUCATION OF LITTLE CHILDREN

I

Can Every Child Learn as Rapidly

Since Viola's educational ability has become known to the public, a number of very important questions have often been asked. A whole book might be written in explanation of them, but I shall answer most of them very briefly in this little book.

Do you think that every child can learn as rapidly as Viola did? is a question that is usually asked first.

The author is well aware that most people attribute most of the mental and moral differences which they see in children to Heredity, but we can find no trustworthy evidence in support of this theory. In my opinion, we

have the best of grounds for believing that the mental and the moral faculties of all healthy children are, at birth, approximately equal and similar; at least as much so as two little oaks which are just appearing above the surface of the soil. But, after a century's growth, each under widely different environments, the one develops into a gigantic oak, the other, for want of favorable opportunity, remains **only** a stunted scrub.

So we believe it is with individuals of the human race. I contend that Viola's wonderful educational attainments are due to a better system of instruction and not to birth; and that any healthy child with equal advantages would have done substantially as well. Even much better results may, I believe, be produced; because Viola has by no means had the very best opportunities that can be applied. With still better surroundings the results would, no doubt, be **correspondingly** greater.

II

Overtaxing the Mind

Are you not overtaxing Viola's mind? is another question that is often asked. My answer is, why should I believe that her mind is or ever can be overtaxed? What evidence have we that the mind of a child which is left completely free as to when and what to learn, is or ever can be overtaxed? Is not all overtaxing caused by compulsory cramming? Does a free canary bird, which has always an abundance of choice food within easy reach, ever eat too much? Is not all overtaxing effected by resorting to force of some kind, by compelling the child to study when it has no desire for learning? But force is the very thing which I condemn.

All Viola's learning has been done for the immediate pleasure she derived from the exercise of learning. Her learning has been all play, and no work. Interest, kindness, and freedom have always been the very elements

of my methods. How can there be overtaxing or "crowding" under the humane conditions of complete freedom? Is it a greater mental strain to play with cards, flags, seeds, leaves, geometrical blocks, pictures, portraits, letters, books, numbers, etc., than it is to play with dolls and tin whistles?

Who believes that children, when left completely free, overtax their minds playing? Injury in education begins only where freedom and kindness end. I object to our present system of education principally because of its coercive measures, which always mean overtaxing. A child can never be driven to its book without great injury to body and mind. Force always kills interest. Want of interest means slight attention and careless observation. These mean feeble impressions; feeble impressions produce a poor memory, and all these together result in poor scholars and superficial thinkers.



FIG. 7.--VIOLA AS A FULL-FLEDGED ANATOMIST.

III

Interest for Learning

Can an interest for learning be awakened in every child without driving? is another query frequently asked. To this I will reply by asking: Do all children like to play? If so, an interest for learning can be awakened in every child, for learning, when rightly pursued, is the most delightful of games.

Whenever learning becomes more than play, something is wrong. We are then either teaching the wrong matter, or not using the right methods. Knowledge is the food of the mind just as material nourishment is the food of the body. With a healthy appetite and good food, eating is a delightful exercise. So it is with learning. Acquiring new truths gives great delight to all free and healthy minds. No other incentive for learning can be of any permanent benefit.

IV

Our Methods in the Public Schools

Can your methods be successfully used in our public schools? is the next question.

My reply is, that my methods can be used in any school that works in harmony with the nature of the child. To the extent that our present schools do this, can the methods which I have used in educating Viola also be successfully used in these establishments. Pupils used to be flogged for not being able to get the correct solution of a problem, or for missing a word in spelling. This seldom happens now-a-days; but force, instead of interest, kindness and freedom, is still the basis of every recognized system of instruction. Forced attendance, forced study and forced behavior are still regarded by most educators as indispensable factors of a successful education.

To compel little children to sit quiet and silent for four or five hours a day is the most

unnatural and injurious burden that can be placed upon them. This unnatural conduct which is forced upon children does not only destroy the interest for learning, but stunts the mind and impairs the health of every child so treated.

Our institutions of learning are still far from being what they should be; but they could, however, be easily brought in harmony not only with the life of the child, but with the life of the adult as well; and this must be done before educators can hope to meet with eminent success. After this modification has been effected, every natural method will be suited to this natural school.

The school must be brought in harmony with the natural life of the pupil, and not the healthy pupil's life warped to bring him in line with an arbitrary school.

V

“ What Do You Intend to Prove? ”

What do you intend to prove with your ed-

ucational experiment? is the next query in order.

There are many important points which I desire to establish through it, as far as an individual case can establish or verify them. I desire to show that a child at a very young age can be a good reader, writer, speller, etc., as well as a real scholar; that well-guided freedom in matters of education and conduct produces far better results than coercion does; that interest for learning is immeasurably more productive than force; that no injury can result to the child from the effects of learning, as long as it is left completely free; that a young child can readily acquire a liberal knowledge of such important sciences as Economics, Sociology, Psychology, etc.; that a child which has been properly taught is neither intolerant, revengeful, superstitious, nor prejudiced; that a woman-child can become as expert a reasoner as a man-child; that all learning should be done in the

form of play—and many other important principles.

VI

Cause of, and Cure for the Cry-Baby

Crying is the language of infancy. The normal child's cry is a signal of want or distress. A baby that cries only under such conditions can not justly be called a cry-baby. Cry-babies are produced either by negligence, or by the lavishment of excessive maternalism. In good home training, the child's reasonable wants are always supplied before it needs to cry for relief. If this is well done, we will not be troubled with cry-babies from this source.

Particular care should, however, be taken that, at no time, there is bestowed upon children a lavishment of excessive indulgence, for this is the fruitful source that produces nearly all the cry-babies. We should be very careful never to do anything for a child merely because it cries for it. The more a child succeeds in gaining its end with the aid of the

cry-weapon, the more it will use it. Hence, we should never rock, carry, nor sympathize with a baby simply because it cries. The more we do this the more it will cry.

When a baby begins to cry, while being held, it should immediately be put down until it comes with a smile instead of a cry. We should never offer a premium on a cry. If we do, we shall soon have a sickly, ill-tempered, detestable cry-baby. We should promptly and kindly supply all the child's reasonable wants and ignore all further cries. By strictly following these humane principles, the worst cry-baby will be cured in a few months. Viola was a cry-baby of the most disagreeable type when she came to live with us, but rapidly changed with the application of the foregoing principles. If we do our work well in this direction, we shall never be annoyed with a "naughty cry-baby."

VII

Standard of Right and Wrong

Perhaps we all agree that human acts are divided into two great classes: The one great class we call good, or right acts; the other, bad, or wrong, deeds. A child should learn as early as possible why we regard certain acts as good and others as bad; that is, it should have a definite, adequate, clearly-outlined standard of Right and Wrong, which it can clearly state in its own words.

We should pleasantly explain to the child that during the lapse of countless ages, mankind have slowly but gradually discovered that certain acts always result in health, prosperity and happiness, while others result in ill-health, adversity and pain. The former we have learned to call good or right, because of their desirable results; the latter, bad or wrong, because of their undesirable results. Pleasure and pain are therefore the basis of good and bad, of right and wrong. If there

was no sentient element in the nervous system, capable of distinguishing between feelings of pleasure and feelings of pain, the ethical conception of good and bad, right and wrong, could never have originated. All acts would then be of equal merit, and the terms good and bad, right and wrong, would not then constitute a part of the vocabulary of any language, either ancient or modern.

Viola uses these words in stating her standard of Right and Wrong:

“All acts that produce more happiness than pain are good or right acts, while all acts that produce more pain than happiness are bad or wrong acts.”

We should therefore teach in the very plainest and simplest terms that all sentient beings, including man, are always in pursuit of the greatest happiness, but that the greatest happiness can be attained only by living in harmony with the facts of the Universe; for every violation of a natural function is a viola-



FIG. 8.—VIOLA AT HER MONEY EXCHANGE-COUNTER.

tion of a natural law, and every violation of a natural law results in pain, the very opposite of that which we are constantly seeking.

VIII

Temper

Temper is the disposition or state of the mind. The author claims that temper is nearly altogether the result of post-natal conditions—education and training. A poor, sickly mother, living in a miserable garret, who has five or six dirty, hungry, ragged children whining about her, can not have so calm a temper as a person who is much more favorably situated. A child that is continually teased must have a mean temper. Other things being equal, misery and interference tend to produce a violent, detestable disposition.

At first, Viola had quite a violent temper, but, with the proper treatment, it has greatly improved. She is, however, an ardent admirer of liberty, and feels arbitrary constraint very keenly.

On the point of improving the temper by education, we must learn the great fact that a sweet, well-governed temper gives us many advantages in life.

IX

Toys and Their Usefulness

Children of all ages should have some suitable playthings, no matter how simple. The nature of toys should, of course, vary as the age of the child advances. Whenever and wherever it is possible, the child should be led from its play into work by the use of toys. Children should therefore always have a good supply of useful toys.

Viola's first simple toys, which she enjoyed so much at that time, have slowly been superseded by more direct articles of education, such as books, slates, blackboards, maps, reading cards, charts, flags, portraits, dolls, blunt scissors, etc. Hence, one of the principal aims in life should be to turn work into play, and tools into toys.

X

Dress

In dress, comfort should always have precedence over adornment, but especially should this be the case with children. While it is true that artistic beauty in dress is very desirable, it should, however, not be obtained at the expense of health and comfort. The garments worn should never be too abundant nor too scanty. Their style should be such as to cause only the least possible impediment to the natural functions of body and mind. They should never be too good for the child to play in. It is infinitely worse to wither a limb than it is to soil a frock.

There is perhaps no sociological field in which caution, order, industry, and a knowledge of the practical business affairs of life can be better cultivated than in connection with the subject of clothing.

Orderly and industrious habits are developed by having children, at the earliest possi-

ble age, take care of their own garments. Since the age of sixteen months, Viola takes care of her sun bonnet. Near the door, she has a hook on which she hangs it nearly every time she comes in, and puts it on when she goes out. So has she gradually learned to use and take care of her other articles of clothing.

Children should purchase their own garments as soon as possible. This experience familiarizes them with the valuable economic factors of competition, money, credit, commodities, trusts, monopoly, etc. It teaches them valuable practical lessons in Economics and Sociology.

XI

Meddling

We all know that some children, as well as adults, are very meddling, while others are not. It is my opinion that every meddling child has either been spoiled or has not been properly trained in the beginning. Excessive

interference with the child is bound to produce meddlers.

When a child is going toward an object which it has been requested not to touch or handle, we should never yell at it to come back, nor should the object be snatched away before the child gets to it, unless it is something very dangerous. Such a course produces not only an undesirable meddler, but an ill-tempered cry-baby.

Let the child go to the object; watch it when it gets to it, but say and do nothing, unless it becomes absolutely necessary to interfere. Every time a child comes in close contact with an attractive object, which it has been requested not to handle, and "of its own accord," leaves it unmolested, the child has gained a valuable step in self-government.

But, while it is a commendable characteristic of children, when young, not to meddle with such things as they can not handle well, a time in every child's life must, however,

come when it should be able to handle, examine, and use all useful articles, and this it must learn by the experience of handling and using things.

XII

Teasing

No person, whether young or old, should ever tease or be teased. Teasing is an invasion of equal rights, and must ultimately detract from the happiness of all that participate in the act, but particularly from the happiness of those that are teased.

In the estimation of all refined persons, it brands the teaser as a rude, unsympathetic person, who still nourishes in his bosom the awful sentiment of delighting to see others miserable instead of happy. Teasing cultivates an ill temper and a boisterous conduct in the one who is teased, and stimulates the sentiment of revenge in the teaser. Largely on account of the teasing habit, it is almost impossible nowadays to rear a refined child on

the business streets of our cities and towns. The desire for teasing is a moral disease, and is largely acquired by imitation. Before a teaser can be thoroughly cured, he must learn two great facts. First, he must be able to see clearly the evil consequences of teasing, and, second, he must be able to understand how silly his conduct appears in the eyes of all intelligent persons.

We have never teased Viola. Whenever we play with her, we always treat her in a manner she likes. Such delightful treatment produces a jovial and congenial disposition; teasing produces just the opposite.

XIII

Order

Having a convenient place for everything, keeping everything in its place, and remembering the things and the places, constitutes order. We all know that there is a vast difference between persons in the matter of order. Some people can go into their library and find

a book or pen in the dark better than others can find it by daylight. There must be a cause for this difference. I am well aware that most people attribute order to heredity, but I do not accept this theory. I claim that no one is born orderly; but that order is the result of education and training; that no one is really orderly until he has discovered by bitter experience that it pays to be orderly. Looking in vain a long time for the lost hatchet or thimble is a powerful reminder that orderly conduct is a valuable accomplishment.

Orderly conduct is so difficult to learn, because it involves some cleverness in the providing of convenient places and exacts a present sacrifice for future benefits. To drop an article after using it, as when a child drops a toy when it gets through playing with it, is much easier "for the time being," than it is to go to the "present" trouble of carefully putting it in its place for future use. Learning to be orderly is learning the important lesson of mak-

ing immediate sacrifices for future benefits, and young children know nothing of this.

We began to teach Viola order by providing her at different times with convenient places for certain of her things: a cute basket for her small toys, a book-shelf for her books, hooks for her sunbonnet and night-gown, a pocket for her mittens, a corner for her shoes and overshoes, drawers for her clothes, a waste-basket for the waste paper, a lunch-counter for eating her lunch, hooks for her daily clothes when she retires, etc.

In this way, by guiding and encouraging the child, orderly habits may be developed without difficulty. A little later on, the child should also learn to provide places for things as well as to keep them in their appropriate places; but this requires more maturity of mind.

Never make a machine of the child by the use of the repeated-telling process. Order can never be learned by such a tedious sys-

tem. Be patient and give the child time and opportunity.

XIV

Outside Influences

We know that not all the "outside influences" are good. Hence, no matter how highly educated and refined parents may be, the evil influences of the outside world, which still exist, are bound to impress upon the character of the child their obnoxious effects. So far Viola has, however, suffered little if any from pernicious outside influences. As soon as Viola was old enough to go out of doors, we fenced the door-yard. We do not want the reader to understand, however, that we intend to keep Viola fenced in. Far from it. As soon as she is barely old enough to take care of herself outside, she will have the freedom to go where she thinks proper, both during the day and the night. Above all, we desire her to be independent and self-reliant, so as to learn the important lesson that she

must always reap the good and evil consequences of her own conduct.

XV

The Nature and Use of Patience

Patience is the quality of being calm under toil or trials. Loss of patience means rise of temper. An intelligent view at once reveals the fact that we should always be patient; that we should never permit our temper to run away with our judgment. Patience is, no doubt, one of the most commendable characteristics with which a human being can be endowed.

To be patient does, however, not mean to be satisfied with everything as it now exists. It simply means that our judgment should be given the fullest opportunity to pursue the best course in solving the difficulties of life; for a ruffled mind expends mental energy unnecessarily, and can therefore not act so wisely as a calm, patient one.

Patience should be inculcated, first, by be-

ing patient ourselves. From this the child learns to be patient by imitation; and, secondly, by showing that patience greatly contributes toward increasing our own happiness.

XVI

Cleanliness

It is said that cleanliness is next to godliness. However this may be, due cleanliness is, no doubt, one of the most desirable virtues; but, like all other good things, cleanliness may be, and very often is, carried to excess. Viola has always manifested a healthy desire for cleanliness. From the time she was one year old, she very much disliked to have her hands face, and clothes soiled. Sometimes she likes to bathe and be washed; at other times she does not like it so well. We are, however, well pleased with Viola's taste for cleanliness. There is abundant evidence to show that under ordinary conditions, a person, but especially a child, can be educated to be either

scrupulously clean or allowed to remain disgustingly dirty.

At the very earliest age, a child should be taught in a pleasant way the advantages of being able to wash and bathe itself, and to keep or help to keep its own garments clean.

XVII

Exercise

All known organisms require alternate periods of exercise and quiet. Some require more exercise, some more quiet. In the human family, the aged person needs much repose, the child much activity. In this respect the old and the young are very unlike, and this dissimilarity produces much hardship and ill-feeling in many families. It too often happens that parents, who are well advanced in years and who do not understand the dissimilar natures of youth and old age, require their children to be as quiet as they are themselves. Such arbitrary restrictions are, how-

ever, positively injurious to the full and harmonious development of children.

On account of this natural difference in temperaments, parents and children often make each others' lives miserable, simply because they do not understand the laws that govern youth and old age, respectively. It is not necessary—as many parents seem to think—to send their sons and daughters to some distant gymnasium for proper physical exercise. Free, pleasant play and independent cheerful work of a general nature set in motion more muscles than any other kind of activity, and are therefore superior to any other kind. Such is not only the best kind of physical exercise, but has at the same time an economic value which gymnastics and calisthenics do not possess.

Children, from the time they are babies, should be taken out every day, unless the weather is very unfavorable, and after they are able to walk quite well, they should be

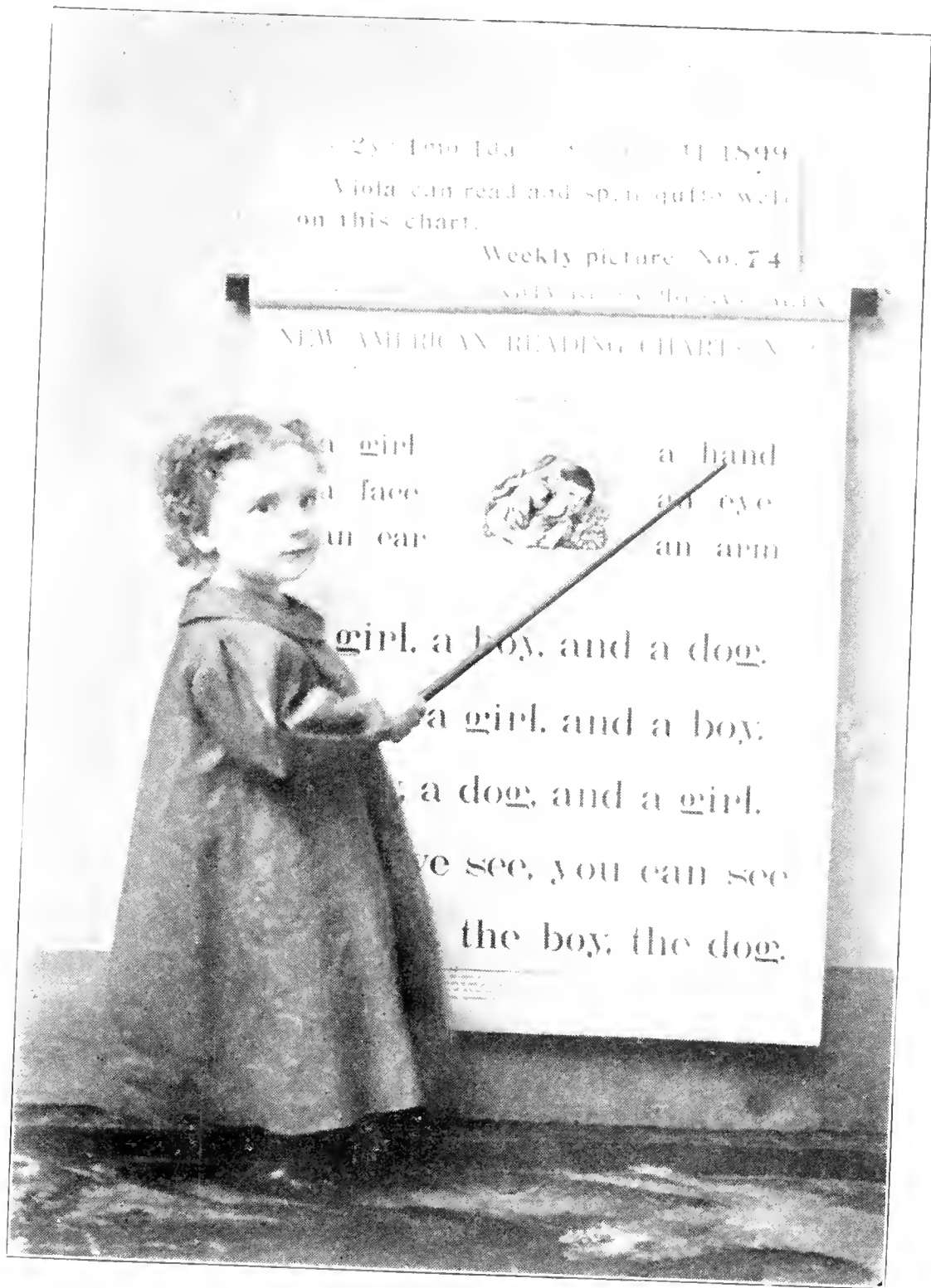


FIG. 10. — VIOLA'S SPELLING PROFICIENCY.

left free to go out as much as they desire, even during the coldest weather. Under such freedom, Viola, has grown strong and vigorous. Let us not make the mistake to think that children should be as quiet as the eighty-year-old sage. Any persistent restriction placed on the spontaneous activity of childhood works an irreparable injury to the body and the mind of the child.

XVIII

The Cause of, and Cure for Pouting

Pouting is a fit of sullenness. A pouter, whether child or adult, is a very unpleasant companion. Pouting is either the result of bad social conditions, or of bad training. A pouter pouts for the same purpose as a cry-baby cries; both of them use their weapon for the purpose of gaining their point; in fact, a pouter is nothing more or less than a modified cry-baby.

What is the cause of pouting? All pouters are produced by the lavishment of excessive

paternalism. Perhaps the first time the child shows slight signs of sullenness, the parents begin to coax it, and the more they coax the more vigorously the child pouts; and often before they know it, parents yield to the child's pouts. The child has thus gained its point and has learned the advantages of pouting. It will now soon have its regular pouting corner, and the more attention, talk, sympathy it receives during its pouting fit, the more it will resort to the pout—the weapon to gain its end.

The treatment for pouters should be the same as the treatment for cry-babies. Treat them kindly, speak neither caressingly nor harshly to them, and firmly ignore every symptom of their pouting. This remedy speedily cures the worst pouter.

Viola never has shown any symptoms of pouting, and if she were a pouter, we are confident that we could soon break the habit.

XIX

Revenge

Revenge is the process of inflicting punishment in a spiteful manner. In my judgment, all revenge is not only wrong, but cruel. An eye for an eye and a tooth for a tooth is a doctrine that can not be practiced without violating the fundamental principles of modern civilization. None but unrefined, heartless persons will ever use the weapon of revenge.

The origin and growth of the sentiment of revenge is due to a false system of education and training. If we would always treat each other kindly and speak of each other respectfully, the sentiment of revenge would not originate nor develop in children. But, as it is, the child first becomes revengeful by imitation, and further on by the teaching of a false theory, the theory that man can do as he wills in spite of his organization and environment; and that he therefore deserves arbitrary punishment when he does not do as others

think he should do. The existence and development of revengeful feelings rests on ignorance. The ignorant punish the erring, the enlightened pity and reform them.

We have not noticed any signs of a revengeful nature in Viola, and we trust that she will never be polluted with it.

XX

Truthfulness

Perhaps not one of us claims that we have on all occasions told the whole truth and nothing but the truth; but we all know that some persons deviate from the truth much more than others. What is the motive for lying, and why do some people lie more than others? Is man naturally a liar, or is he naturally truthful? and how can children be raised in the path of truthfulness?

Every one who has given this subject a thought knows that most of the lying is done for the purpose of getting out of difficulties or bad scrapes. When a child who has broken a

window-pane and is sternly questioned by its parents, who believe in scolding and whipping, thinks that a falsehood will shield it against these unpleasant treatments, it is strongly tempted to tell a lie in order to "save itself." Parents who treat their children thus will always have liars in their offspring.

On the other hand, parents who never make any rough, harsh questions, and who always treat their children with kindness and consideration, will seldom be troubled with having liars in the family. When a child does a wrong, we should not send it away with a kick or with cross words, but quietly talk about the accident and tell how the injury or damage must be repaired, endeavoring to instruct the child gently instead of mistreating it. When children are sure of such kind and fair treatment, they will not hesitate to bring their troubles and accidents to their parents in a truthful way without their being any need of any awkward inquiries. They then know that

they have nothing to fear, no matter what the wrong or shortcoming may be. Such treatment offers a premium on truth, and produces truthful children; the harsh treatment offers a premium on a falsehood, and is bound to produce "story-tellers."

So far, Viola has not shown in my presence the slightest signs of desiring to tell a lie, or in any other way to deceive me, and I am quite sure that she never will; for I shall always treat her kindly and gently, no matter what errors she may be guilty of. I shall pursue the course of offering the premium on truth, and fear no bad results.

XXI

Kindness

Like adults, some children are kind and others are cruel. Most people attribute this difference to heredity, but I do not accept this theory. On the contrary, I claim that all children, when properly raised, are kind; but that

Age 2yr 1mo. 29da. April 8, 1899.
Viola knows all the parts of a complete flower.
Weekly picture No. 78.



FIG. 11. VIOLA TAKING APART THE ELEMENTS OF A FLOWER.

if always surrounded by cruelty, they are bound to become themselves cruel.

How can kindness be taught most effectually? When should it be taught? The first essential in teaching kindness is to practice it ourselves. When teaching kindness, which we should do at all times in all our words and acts, the following beautiful lines of Cowper should be written in our hearts:

“I would not enter on my list of friends,
Though graced with polished manners and
 fine sense,
Yet lacking sensibility, the man
Who needlessly puts foot on a worm.”

So far we have been unable to discern any signs of cruelty in the conduct of Viola. We do not kill or abuse anything in her presence, if we can possibly avoid it, not even a worm or a fly. On all proper occasions we praise kindness, and depict the horrors of cruelty, and we feel confident that these lessons of ex-

ample and precept will produce the desired results.

XXII

Work or Labor

In a purely economic sense, all exertions, whether pleasant or unpleasant, which are made for the production of wealth—food, clothing, shelter, and luxuries—is economic labor. Every child should learn to labor, and its career of economic labor should always begin in play, and at the very earliest age possible.

When still a mere babe, it should be taught to do little tasks in a playful way. As soon as children are able to walk, they should begin to take care of their hats, mittens, toys, etc. A little later, they should learn to wash, bathe, take care of their bed, their bed-room, and their clothes, both soiled and clean. A little later, the child should first learn to cut and sew by making garments for its doll; learn to hammer, chop, and saw with its toy

tools, etc. In the same manner it should learn to sweep, wash, scrub, dust, cook, manufacture things, and do all other useful work as far as possible. All this should be done in a pleasant, cheerful way, giving the laborer the full products of his labor; for that can be the only true incentive for industry. Labor should always be spoken of in the highest terms, and the beneficial results derived from the products of labor should be clearly pointed out.

XXIII

Freedom

Exemption from the power and control of others is freedom. The fundamental basis of freedom is that every person has a right to do as he wills, provided he infringes not the equal rights of others. The desire for freedom is, next to the desire for self-preservation, the deepest sentiment that lies within us. There are only two modes of government: self-government and the compulsory government by others.

Viola has perhaps enjoyed a larger range of freedom than any other child that ever lived. What salutary effects this freedom and kind treatment have produced in regard to her physical and mental development, and the formation of what we believe to be a noble character, we shall be pleased to submit to the candid verdict of our readers, after they have perused this little book.

XXIV

Religion

In matters of religion, we believe that children should be permitted to make their own choice whenever they see fit to do so. They should have an opportunity to examine the sacred books of as many of the leading religions of the world as possible. This wide and impartial investigation develops the spirit of tolerance and unfolds the idea of the common fatherhood of God and brotherhood of man.

This is the course which we intend to adopt

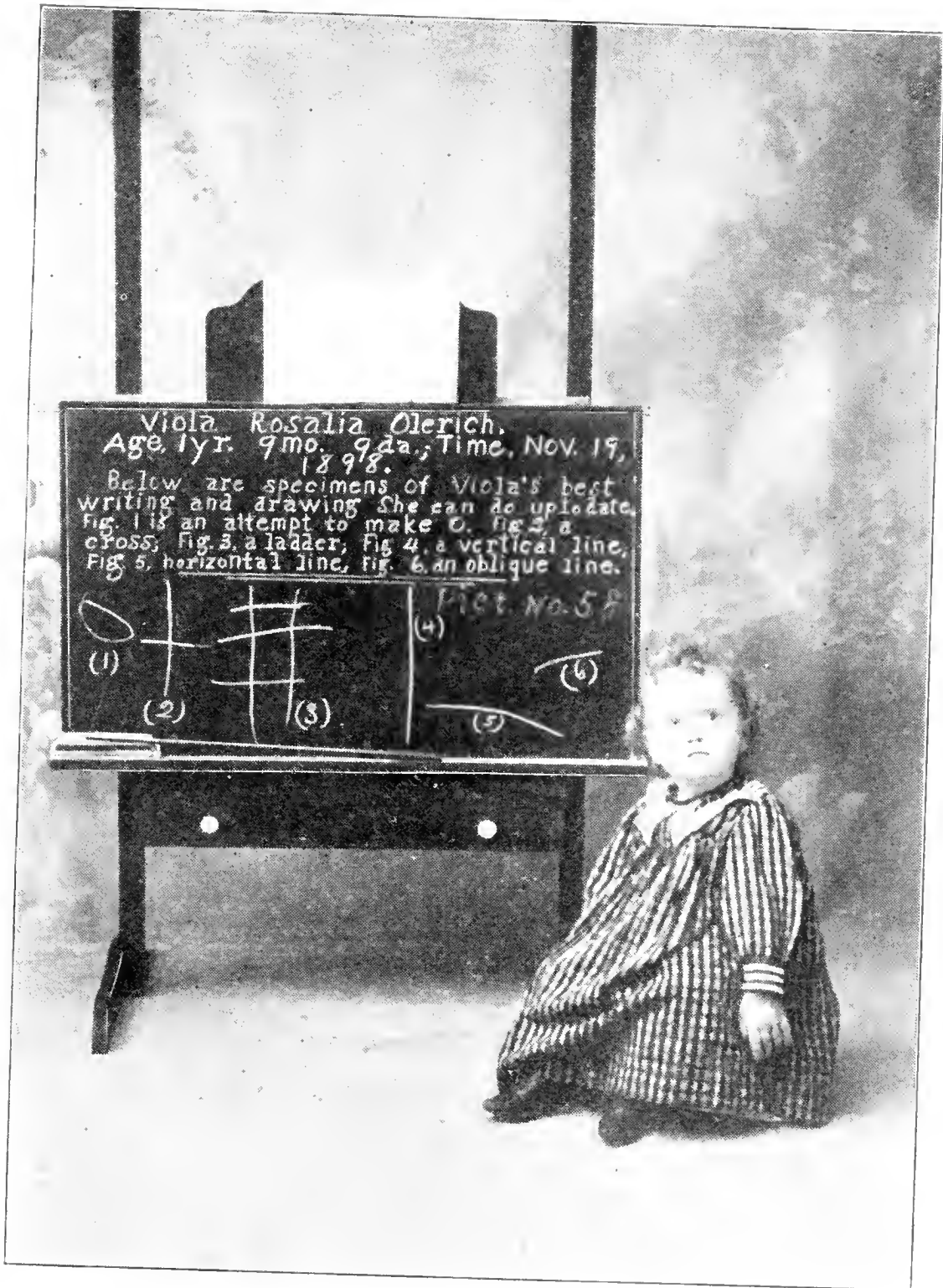


FIG. 12. — VIOLA DRAWING ON THE BLACKBOARD.

with Viola, both in politics and in religion. No other person is so blind as a prejudiced person. We believe in taking the good and dropping the bad of everything.

PART THIRD

ENDORSEMENTS OF PROMINENT PEOPLE AND NEWSPAPERS

I

Viola's Debut

Viola made her first appearance in public on the stage in the opera house at Odebolt, Iowa, April 6, 1899, at the age of two years and two months. She gave universal satisfaction. Since that time, she has given exhibitions of her wonderful attainments in churches, before teachers' meetings, and in large opera houses. Her voice is so strong and clear that she can be distinctly understood in all parts of a large auditorium or theater. On the stage, just as elsewhere, Viola does all her work in the form of play. Her witty sayings, her cute do-

ings, and extraordinary mental powers charm every audience.

Thus we see that Viola is the youngest star actress as well as the youngest scholar in the world. She has received as high as \$75 for a week's engagement, giving only a 20-minutes' performance a day. This is equal to 37.50 an hour; or more than double the salary of the President of the United States receives for an equal length of time.

II

A Few Press Notices

Perhaps no other child of her age has ever before been favored with so many complimentary press notices as Viola has. Her picture and biographical sketch have appeared in nearly all the leading newspapers and magazines in the United States and Europe. Here are given brief extracts of a few of them:

Odebolt, Iowa—"Last Thursday evening (April 6, 1899), Viola Rosalia Olerich, the wonderful baby scholar and intellectual prod-

igy, made her debut before one of the most appreciative audiences ever assembled in the Odebolt opera house. The fathers and mothers who were not present to see and hear Viola display her acquirements, and hear Prof. Olerich's remarks on the raising and training of children, missed one of the rarest treats of their lives. Only those who saw this exhibition can believe that a child of such tender years can possess so much useful knowledge and display it without the least mental strain. She exhibited her acquirements in the form of childish play, with all the glee and antics of the ordinary babe of her years. She exhibits her educational plays on a beautiful elevated stage, which was specially designed and constructed for her use. She seems to enjoy her work, and her action is perfectly free and unembarrassed."—*Odebolt Chronicle*.

“Little Viola Rosalia Olerich, the child wonder of Council Bluffs, Iowa, gave an exhibition of her typewriting in Omaha. She owns



FIG. 13. —BABY VIOLA AT HER TYPEWRITER.

and operates a Smith Premier typewriter almost perfectly, seldom making mistakes in spelling and punctuation. Her work is certainly wonderful.”—*Omaha Daily News*.

“She (Viola) was becomingly gowned, in a fleecy fabric of baby blue, fringed with soft lace, with the brightest blue eyes and the sweetest baby face surrounded by an aureole of golden hair that gave her almost angelic beauty, and there was not a person in all the hall who did not yearn to smother her with kisses.”—*Council Bluffs Nonpareil*.

“Nearly the entire corps of teachers of the Council Bluffs schools witnessed an exhibition of the remarkable powers of Baby Viola. The attainments of the little girl are certainly wonderful. The results of Mr. Olerich’s efforts with his little daughter were intensely interesting to the teachers.”—*Omaha Sunday World-Herald*.

“Baby Viola gave an exhibition before the

city teachers. She is able to read almost anything that is placed before her. Little Viola is also a very pretty child.”—*Omaha Daily Bee*.

“Baby Viola is the youngest reader and writer that ever lived.”—*San Francisco Examiner*.

“The wonderful things that Baby Viola can do.”—*New York Sunday Herald*.

“Viola understands very largely what she reads. This ability must, perhaps, be regarded as the greatest of her accomplishments.”—*New York Sunday World*.

“Viola is a bright, healthy, handsome, prepossessing blonde, with a remarkably fair complexion, brilliant eyes and very pretty hair.”—*Springfield, Mass., Farm and Home*.

“Viola Olerich is phenomenally learned.”—*Chicago Sunday Chronicle*.

“The unusual precocity of the child was nurtured and developed by the parents, and when she once began to learn, she learned so

rapidly that her guardians were scarce able to keep pace with her.”—*Chicago Times-Herald*.

III

A Few Opinions of Prominent People

Here is what a number of representative persons, who saw Viola's ability tested in public, say of her:

“Council Bluffs, Iowa — This is to certify that the undersigned is personally acquainted with Viola Rosalia Olerich, the famous baby scholar of this city. Viola is a normal, happy, healthy child, and so far as records are extant on the subject, she is without doubt the greatest educational wonder that ever lived.

“Prof. Olerich has demonstrated in the education of Viola, so far as an individual case is proof, that post-natal education through absorption from environment, is the avenue to culture.”—*O. J. McManus*, County Superintendent of Schools, Pottawattamie County, Iowa.

“Council Bluffs, Ia.—This is to certify that Viola gave an exhibition of her wonderful talent in our church. She is unquestionably the most wonderfully educated scholar that ever lived. All her work is of the highest order and in the form of delightful play. Her reading, spelling, pronunciation, and typewriting are perfectly marvelous. In her performance, she is charming as well as clever, and witty as well as wise. Every person in the audience was highly pleased with the exhibition. She makes a pleasing, artistic appearance on her little elevated stage. The same evening we engaged her for another entertainment, in the near future.”—*Edward W. Erickson*, Pastor of M. E. Church; *Mrs. E. M. Smith*, President of Ladies’ Aid Society; *Mrs. C. F. Miller*, Secretary of Ladies’ Aid Society.

“Des Moines, Iowa—For her age, Viola is no doubt by far the most advanced scholar that ever lived. Her intellectual feats are the wonder of the world, and cannot be duplicat-



FIG. 14. — VIOLA PLAYING WITH ASTRONOMY.

ed on any other stage or platform.”—*J. S. Connally*, Manager Mirror Theater.

The above are only a few of the many commendable notices which Viola has received for exhibiting her wonderful attainments.

IV

A List of Leading Newspapers and Magazines Articles

The following are a few of the many newspapers and magazines, which contain leading illustrated articles about Viola:

The Omaha Daily News, July 16, 1900.

Children of the United States, for July, 1900.

The New England Home Magazine of Boston, April 15, 1900.

The Chicago Tribune of January 29, 1900.

The Chicago Times-Herald, March 22, 1899, contains the first press notice of Viola.

The San Francisco Examiner, January 21, 1900, contains a full page descriptive matter and a handsome life size picture of Viola.

The St. Louis Sunday Republic, April 16, 1900.

The New York Sunday World, January 28, 1900.

The New York Sunday Herald, February 18, 1900.

The Chicago American, July 8, 1900 (First Sunday edition).

The Strand Magazine for August, London edition, contains an interesting article with ten illustrations.

The New York Sunday Journal of July 8, 1900, contains one of the latest and most complete articles that have so far appeared. The article consists of seven pictures, nearly a full page of descriptive matter, and a facsimile of a type-written letter, which Viola wrote, addressed, and sent to the Journal, ordering the Sunday Journal to be sent to her address at



At Tyrone, N.D., Feb. 4, 1899.

It was found by examination that Viola knows over 2500 coins, by having either the objects themselves or the pictures of them placed before her examiners.

Miss Verna Lumpkin
Miss Matty Campbell of
Lake City Iowa.
Weekly picture No. 69

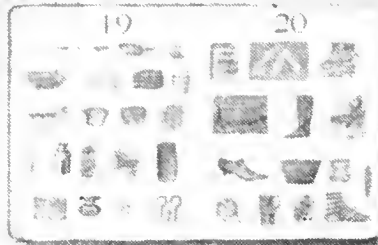


FIG. 15.—VIOLA UNDERGOING A SEVERE TEST

Council Bluffs, Iowa. Viola not only subscribed for the paper, but also earned the money herself, which she remitted for it. This makes her the youngest actual newspaper reader and subscriber in the world.

(THE END.)

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